

ABSTRAK

OKTO FRANZA SINUKABAN. Analisis Kesalahan Siswa dalam Mengerjakan Soal Materi Skala dan Perbandingan di Kelas V SD Negeri 046415 Batukarang. Skripsi. Medan: Fakultas Ilmu Pendidikan, Universitas Negeri Medan, 2026

Penelitian ini bertujuan untuk mengetahui jenis kesalahan siswa dalam menyelesaikan soal matematika pada materi skala dan perbandingan di kelas V Sekolah Dasar. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan teknik analisis data statistik deskriptif yang menggambarkan perhitungan angka-angka terhadap objek yang diteliti melalui sampel dan dinyatakan dengan angka kemudian dijabarkan deskripsinya dalam bentuk kalimat. Peneliti menganalisis kesalahan siswa berdasarkan 4 aspek kesalahan yaitu kesalahan interpretasi bahasa, kesalahan konsep, kesalahan teknik dan kesalahan penarikan kesimpulan. Subjek penelitian terdiri dari siswa kelas V SD yang berjumlah 12 orang. Teknik pengumpulan data dilakukan melalui pelaksanaan tes dan wawancara yang tidak terstruktur kemudian dianalisis untuk mengidentifikasi jenis-jenis kesalahan yang dilakukan siswa. Keabsahan data menggunakan triangulasi teknik. Kesalahan yang dilakukan dalam mengerjakan soal matematika materi skala dan perbandingan yaitu: Kesalahan interpretasi bahasa sebanyak 25%, kesalahan konsep sebanyak 20,10%, kesalahan teknik sebanyak 17,93%, dan kesalahan penarikan kesimpulan sebanyak 36,95%. Hasil penelitian menunjukkan bahwa kesalahan yang paling dominan adalah kesalahan penarikan kesimpulan. Faktor-faktor yang mempengaruhi kesalahan siswa antara lain kurangnya pemahaman konsep, siswa yang kurang dalam membaca soal, serta kesulitan dalam melakukan operasi hitung. Berdasarkan temuan ini, guru disarankan untuk memberikan pembelajaran yang lebih kontekstual dan menggunakan berbagai metode untuk meningkatkan pemahaman siswa terhadap konsep skala dan perbandingan.

Kata Kunci: Analisis Kesalahan, Skala, Perbandingan, Matematika,



ABSTRACT

OKTO FRANZA SINUKABAN. Analysis of Students' Errors in Working on Scale and Comparison Material Questions in Fifth Grade Elementary School 046415 Batukarang, Skripsi. Medan: Faculty of Education, State University Of Medan, 2026

This study aims to determine the types of student errors in solving mathematics problems on the topic of scale and comparison in fifth grade elementary school. This study uses a quantitative descriptive approach with descriptive statistical data analysis techniques that describe the calculation of numbers against the objects studied through samples and expressed with numbers then described in the form of sentences. Researchers analyzed student errors based on 4 aspects of errors, namely language interpretation errors, conceptual errors, technical errors and errors in drawing conclusions. The research subjects consisted of 12 fifth grade elementary school students. Data collection techniques were carried out through the implementation of unstructured tests and interviews, then analyzed to identify the types of errors made by students. The validity of the data used technical triangulation. Errors made in working on mathematics problems on the material of scale and comparison are: Language interpretation errors as much as 25%, conceptual errors as much as 20.10%, technical errors as much as 17.93%, and errors in drawing conclusions as much as 36.95%. The results showed that the most dominant error was the error in drawing conclusions. Factors that influence student errors include lack of conceptual understanding, students who are less able to read questions, and difficulties in performing arithmetic operations. Based on these findings, teachers are advised to provide more contextual learning and use various methods to improve students' understanding of the concept of scale and comparison.

Keywords: Error Analysis, Scale, Comparison, Mathematic

